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SYMPOSIA - Practicing CBT in University Setting

The Internship Program in a Cognitive-Behavioural Therapy Service at the University Setting

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PORTUGAL

PSYCHOTHERAPY SERVICE

Housed at the CBT Department of the Faculty of Psychology
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MISSION and GOALS:

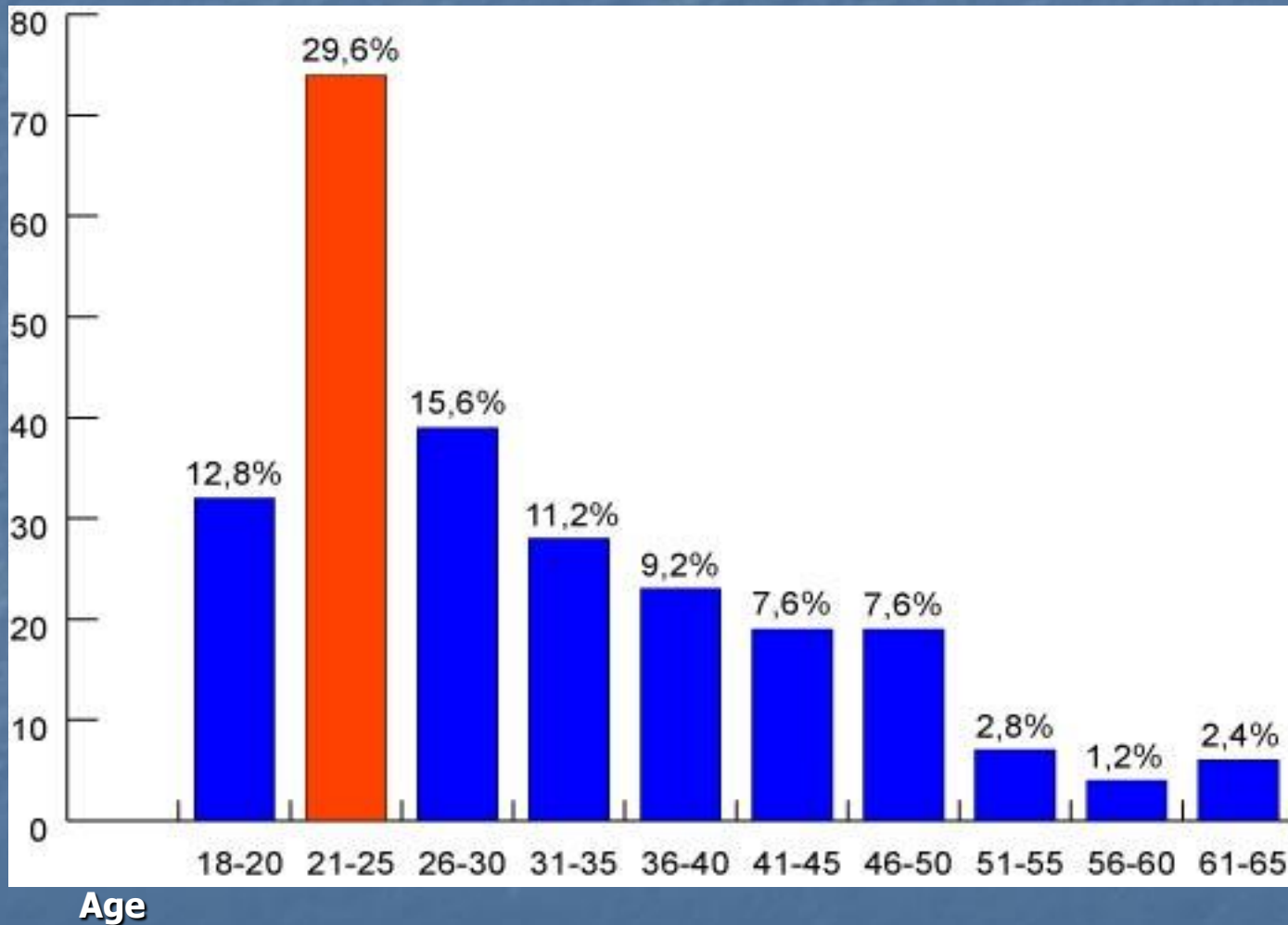
- Social mission, providing **free of charge psychological help to the community** (children, adolescents and adults with common mental health problems)
- Educational mission, providing **cognitive-behavioural therapy training** for clinical psychology master students

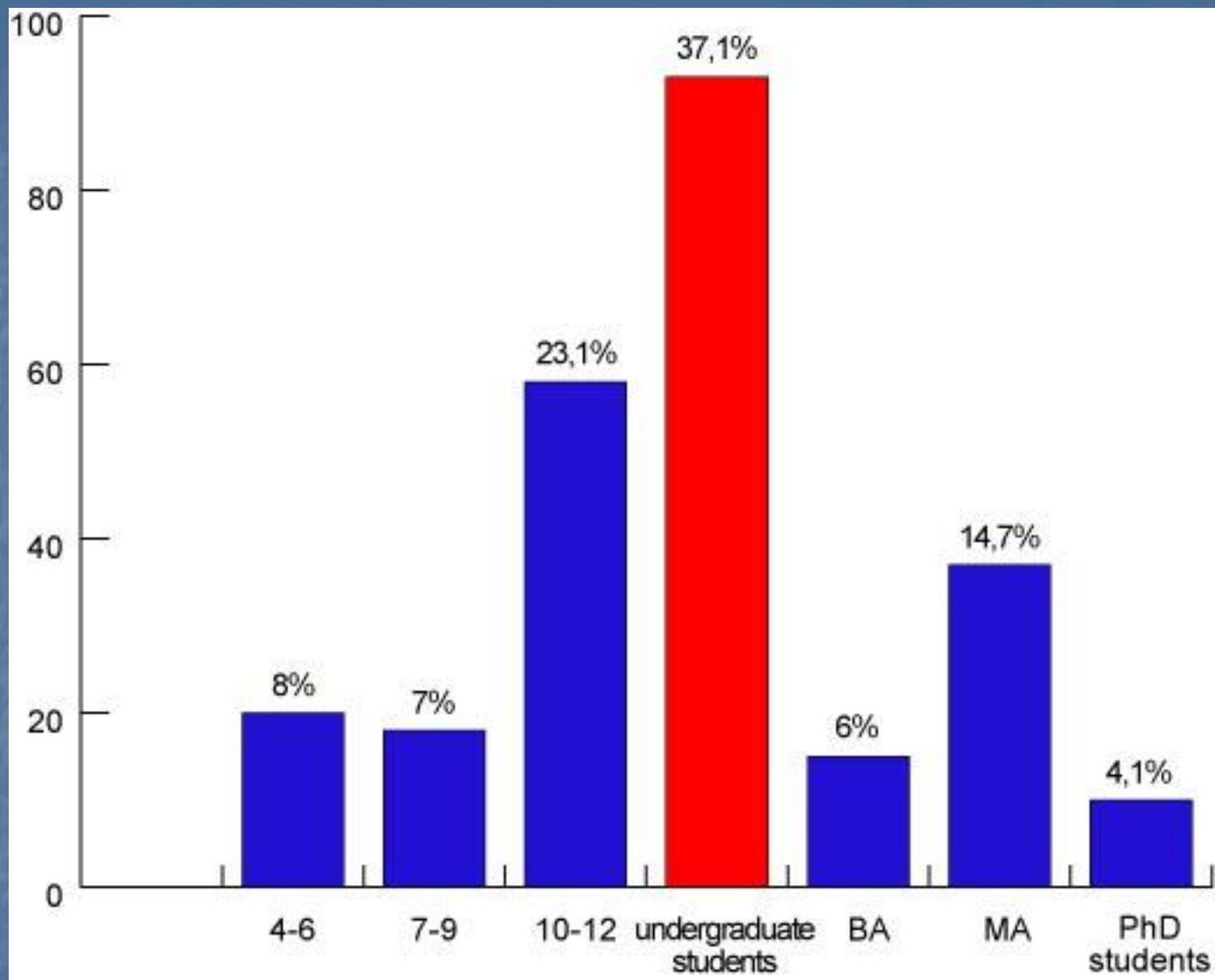
PSYCHOTHERAPY SERVICE

- **Clinical sessions** scheduled for once a week, conducted by students during their one year internship training program in clinical psychology with children, adolescents, and adults
- **Registration form** filled when clients first call the service (identifying information and reasons for seeking psychological help)
- **First intake interview**
 - a) to obtain information about the clients, their complaints, personal concerns, and expectations for the psychotherapy process
 - b) to provide information and guidelines concerning the proceedings and service rules
 - c) to determine if the service is the appropriate place for clients to receive assistance (and to provide referral information about other community resources that might best suit client's needs)

Socio-demographic and clinical profile (adults)

251 clients - 192 female and 59 male



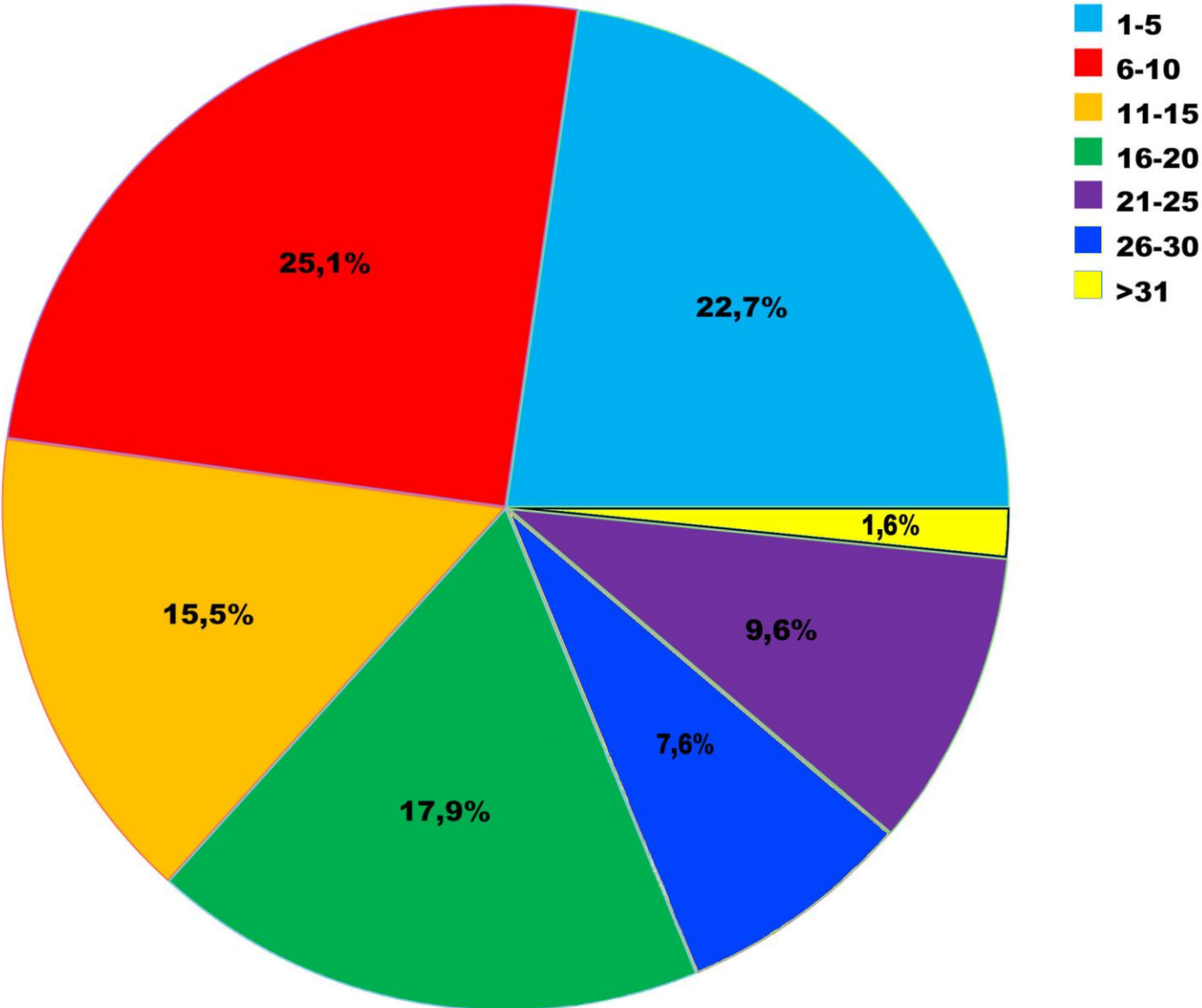


Level of Education

Referrals	N° Cases (adults)	%
Community services	12	4,6
Medical doctors	14	5,5
Faculty staff	18	7,1
Faculty students	77	30,7
Former clients	63	25,2
Psychiatrists	26	10,5
Psychologists	41	16,4

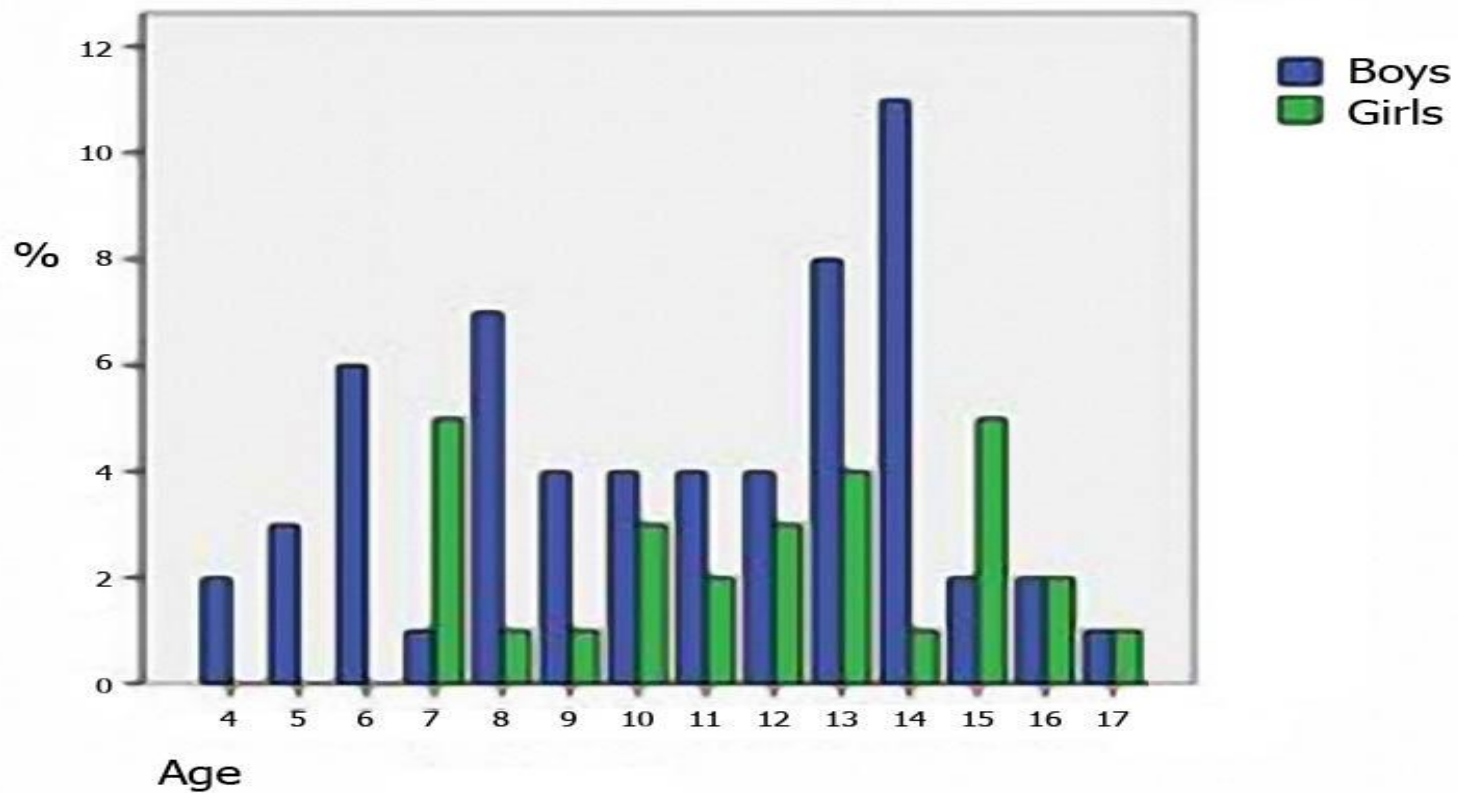
Complaints	Nº Cases	%
Academic/career development	9	3,6
Anxiety	45	18,1
Depression	79	31,3
Family relationships	37	14,6
Grief	12	4,7
Intimate relationships	27	10,9
Personal identity	6	2,4
Phobias	22	8,8
Social relationships	14	5,6

Number of sessions



Socio-demographic and clinical profile (children/adolescents)

93 clients – 61 boys and 32 girls



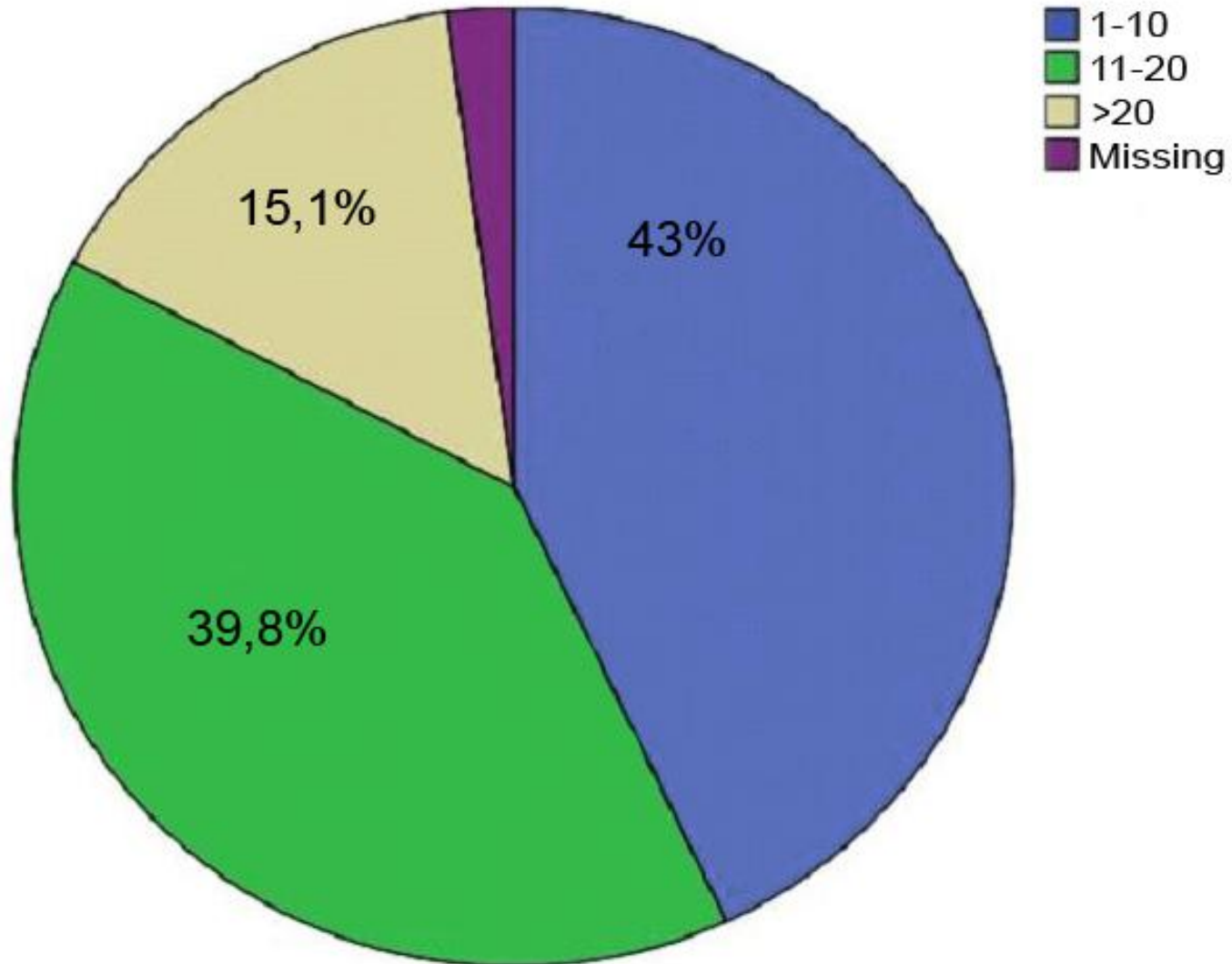
Socio-demographic and clinical profile (children/adolescents)

Level of education (school years completed)	N° cases	%
Pre-school level	4	5,0
1st level (1st to 4th grade)	28	35,1
2 th level (5 th and 6 th grade)	12	15,0
3th level (7th to 9th grade)	27	33,8
High school (10 th to 12 th grade)	7	8,9

Referrals	N° Cases (children/adolescents)	%
Community services	2	2,2
Medical doctors	3	3,2
Faculty staff	12	13,0
Faculty students	14	15,0
Former clients	7	7,5
School psychologists	10	10,8
Teachers	13	14,0

Complaints	N° cases	%
Aggression	7	7,5
Social withdraw	5	5,4
Anxiety	3	1,3
School underachievement	28	30,1
Learning disabilities	6	6,5
Attention deficit	7	7,5
Behavioural problems	12	13,0
Fears	2	2,2
Enuresis	2	2,2
Stuttering	1	1,1
Death of a relative	5	5,4
Parent's divorce	6	6,5
Cognitive deficit	6	6,5
Sexual abuse	1	1,1

Number of sessions



Clinical Training (“knowing” ,“Doing” ,“Being”)

Didactic, experiential, and reflective components

1 - Key learning objectives of curriculum courses

a) Acquire knowledge on:

- relational skills and communication strategies to develop an effective helping relationship
- assessment procedures and case formulation strategies
- interventions procedures

b) Apply specific procedures and skills using exercises, case analysis, and role-play simulations

2 - Training over the clinical sessions with clients provides the opportunity:

a) to apply different skills and procedures within a real clinical context

Establish and maintain a collaborative therapeutic relationship, develop an individualized assessment and case formulation, planning goals and selecting interventions

b) to confront and deal with real life demands

Issues, difficulties, and obstacles coming up repeatedly in clinical practice

3 - Training through supervision allows to develop:

- **appropriate and sensitive helping relationships** with clients to promote their well being
- **competency** in relating assessment, case formulation, and intervention
- **coping and problem solving skills** to manage problems frequently coming up in future clinical practice
- **self-exploration skills** promoting self-awareness of their personal and interpersonal life issues coming up during therapeutic interactions
- **deontological awareness** of standards of ethical practice towards the emergence of a professional identity

Supervision

Balance client's needs for competent treatment, trainee's needs for development, and the training program evaluation of student's progress

- group format
- weekly basis
- seniors teachers

- **Role of the supervisor**

- **Teacher -**

Identifies gaps in student's knowledge, gives instructions and modelling for specific clinical cases

- **Facilitator** -

Offers assistance to student's personal and professional development through discussion and feedback:

- encouraging them to reflect on their own experience and practice (express and use their feelings and behaviours as therapeutic tools)
- challenging their assumptions and values about the clinical work (roles, expectations, feelings, limitations and strengths)
- requesting an active participation to reduce student's dependency and gradually increase their autonomy

- Evaluator -

Clarify what is expected from the student's performances and what is going to be evaluate

Criteria for evaluation

Progressive autonomy and flexibility in student's work, responsibility attitudes over the clinical sessions and in supervision, ongoing self-exploration and reflection about self and the relationship with clients

The internship training program in CBT at an academic setting, like the Psychotherapy Service of the Faculty of Psychology in Lisbon, provides trainees:

- **a clinical environment** offering a unique educational, training, and personal development experience
- **learning opportunities** for autonomy and clinical responsibility through:
 - direct contact with different psychological problems
 - a reflective supervision
- **awareness** of future professional practice demands
- **motivation** for an advanced training in CBT after the internship program (post-graduation training)